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ABSTRACT

Intended as a text for prospective primary through middle-school teachers in their professional year of training or for experienced teachers taking in-service courses, this book offers practical information, suggested activities, and theoretical background to help teachers learn how to structure, plan, and execute a whole-language program. Whole-language is described as a child-centered, literature-based approach to language teaching that immerses students in real communication situations whenever possible. Each chapter in the book includes key concepts and discussion questions. Chapters in the book are: (1) "Introduction to Whole-Language Teaching and Learning" (Victor Froese); (2) "Putting Theory into Practice: A Day in Two Classrooms" (Marilyn Chapman and Jim Anderson); (3) "Talk in Whole-Language Classrooms" (Claire Staab); (4) "Literature in a Whole-Language Program" (Marion Ralston and Wendy Sutton); (5) "The Writing Connection" (Syd Butler); (6) "Reading and Language Development" (Lee Gunderson); (7) "Playing the Whole-Language Game of Drama" (Patrick Verriour); (8) "Using Computers in Whole-Language Classrooms" (Syd Butler and Lee Gunderson); (9) "Meeting Special Needs in the Whole-Language Classroom" (Ann Lukasevich); (10) "Parents, Teachers, Children: Shared Learning" (Gerry Snyder); (11) "Organizing Whole-Language Classrooms" (Ann Lukasevich); (12) "Assessment: Form and Function" (Victor Froese); and (13) "Research Perspectives on Whole-Language. A 133-item glossary is attached. (RS)

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